

KEY TO  
CLARK'S  
NORMAL GRAMMAR

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KEY  
TO  
CLARK'S  
NORMAL GRAMMAR:

IN WHICH  
THE ANALYSES OF THE SENTENCES  
IN THE GRAMMAR  
ARE INDICATED BY  
DIAGRAMS,  
AND THE EXAMPLES OF GRAMMATIC FALLACIES  
ARE CORRECTED.

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## STATEMENT.

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THE author of CLARK'S GRAMMAR is in the almost daily receipt of letters from teachers in different parts of the country, requesting the solution, in DIAGRAMS, of some of the more intricate sentences in the Grammar.

TEACHERS educated in the old systems and methods, very naturally find themselves embarrassed in some of their first attempts at instruction in this. Besides, DIAGRAMS, serving as they do to dissipate the vagueness and mysticisms of the old methods, require the teacher as well as the pupil to "define his position" on all questions of analysis. Thought is thus aroused, discussions and often disputes started, and, as a very natural consequence, appeals are made to the author.

To make this personal correspondence more general, and in compliance with the requests of many teachers, this KEY is prepared, and is respectfully submitted to teachers by their co-laborer,

THE AUTHOR.

## SUGGESTIONS TO TEACHERS.

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HAVING been frequently requested by teachers who use CLARK'S NORMAL GRAMMAR to give my method of conducting class exercises, I devote a few pages here to that object.

The FIRST STEPS in analysis are given in the GRAMMAR, pp. 36, 37, 38. I devote from three to six lessons to these "Introductory Exercises"—using the sentences on pp. 37, 38—before requiring the pupils to learn the definitions. Then, *while committing to memory the definitions in Part I.*, the class enjoy frequent repetitions of these enlivening exercises—analyzing all the sentences in the "EXAMPLES" as they occur.

After the class have had sufficient practice in answering common-sense questions like those in the "Introductory Exercises," I bring them to the more rigid exercise of *systematic analysis*, combined with a review of definitions.

I give below a few examples of my

### CLASS-ROOM EXERCISES.

#### FIRST MODEL.—*First Exercise.*

"The class may turn to page 36."

"Alfred, what is the *Subject* of that Sentence?"

ALFRED.—"God" is the Subject.

"Why do you think so?"

ALFRED.—Because that is what the poet talks about.

"What is the *Predicate*?"

ALFRED.—"Moves," for that word tells what God does.

"What is the *Object*?"

ALFRED.—The Sentence has no Object; it is intransitive.

"What are the *Adjuncts* of the *Subject*?"

ALFRED.—The Subject has no Adjuncts.

"What are the *Adjuncts* of the *Predicate*?"

ALFRED.—"In a mysterious way," which tells *how* God moves, and "To perform his wonders," which tells *wherefore* God moves.

"Mary, you may analyze the next Sentence. What is the *Subject*?"

MARY.—The Subject is "He."

"What is the *Predicate*?"

MARY.—There are two Predicates—"plants" and "*rides*," for those words tell what He does.

"What is the *Object* of '*plants*'?"

MARY.—"Footsteps," for that word tells what He "plants."

"What is the *Adjunct* of '*plants*'?"

MARY.—"In the sea," for it tells *where* He plants footsteps.

"What *Adjunct* of '*footsteps*'?"

MARY.—"His," for that word tells *whose* footsteps.

"What *Adjunct* of '*rides*'?"

MARY.—"Upon the storm," for those words tell *where* He "*rides*."

#### FIRST MODEL.—*Second Exercise.*

"The troubled ocean feels his steps,  
As he strides from wave to wave."

"Charles, what is the *Subject* of this Sentence?"

CHARLES.—"Ocean" is the Subject, for that word tells what the author talks about.

"What is the *Predicate*?"

CHARLES.—The Predicate is "feels," for that word tells what the ocean *does*.

"What is the *Object*?"

CHARLES.—The Object is "steps," for that word tells what the ocean feels.

"What *Adjuncts* of '*ocean*'?"

CHARLES.—The Adjuncts of ocean are "the" and "troubled."

"What *Adjunct* of '*feels*'?"

CHARLES.—"As he strides from wave to wave," for that sentence tells *when* the ocean feels his steps.

"What *Adjunct* of '*steps*'?"

CHARLES.—"His," for that word tells *whose* steps.

"Class, what kind of sentence is this?"

[Many hands are up.]

"Cora, you may tell us."

CORA.—It is a *Complex Sentence*, for it consists of a Principal Sentence, "ocean feels steps," and the Auxiliary Sentence, "as he strides."

"Of what class is the Principal Sentence?"

CORA.—It is a Simple, Transitive Sentence.

"Of what class is the Auxiliary Sentence?"

CORA.—It is Simple, Intransitive.

"What is its office in the Auxiliary Sentence?"

CORA.—It is *Adverbial*, for it modifies the verb "feels."

I sometimes vary this method by requiring the pupil to repeat the appropriate *definition* after every answer to my questions. Thus :

"What is the Subject of this Sentence?"

CHARLES.—"Ocean," for it is "that of which something is asserted."

After the definitions have been well reviewed, I introduce

### A SHORTER METHOD.

I place the following sentence on the blackboard.

"Willie, read and analyze the sentence."

WILLIE.—"When Freedom from her mountain height  
Unfurled her standard to the air,  
She tore the azure robe of night,  
And set the stars of glory there."

Subject—"She."

Predicates—"tore" and "set."

Objects—Of "tore," "robe;" of "set," "stars."

Adjuncts of the subject—Not any.

Adjuncts of the predicates—

"When freedom from her mountain height  
Unfurled her standard to the air,"

and "there."

Of the 1st Object—"the" and "azure," and  
"of night."

Of the 2d Object—"the," and "of glory."

"Eva, you may analyze the Auxiliary Sentence."

EVA.—"When Freedom from her mountain height  
Unfurled her standard to the air."

The Subject—"Freedom."

The Predicate—"unfurled."

The Object—"standard."

Adjuncts of the Subject—Not any.

Adjuncts of the Predicate—"from her mountain  
height," and "to the air."

Adjuncts of the Object—"her."

"When" introduces the sentence, connecting it  
with its Principal Sentence, and indicating that it  
is an *adverb of time*.

It will be noticed that in the above exercises we have not analyzed the *Phrases*.

I do not separate the words composing a phrase until the class have thoroughly learned their combined office as an individual element in the structure of a sentence.

I now introduce one more exercise in which the phrases also are analyzed. Because this method brings us ultimately to the distinct *words* of which a sentence is composed, I call it

### ULTIMATE ANALYSIS.

"Class, turn to page 46 of the **NORMAL GRAMMAR**."

"Anna may give a complete analysis of sentence 4."

ANNA.—"Sweet was the sound when oft, at evening's close,  
Up yonder hill the village murmur rose."

The Subject—"sound."

The Predicate—"was sweet."

The Object—Not any.

Adjunct of the Subject—"the."

Adjunct of the Predicate—

"When oft, at evening's close,

Up yonder hill the village murmur rose."

Elements of the Adjunct Sentence—

The Subject—"murmur."

The Predicate—"rose."

Adjuncts of the Subject—"the," and "village."

Adjuncts of the Predicate—"oft," and "at evening's close," and "Up yonder hill."

Elements of the Phrase, "at evening's close"—

The Leader—"at."

The Subsequent—"close."

The Adjunct—"evening's."

Elements of the phrase, "Up yonder hill."

The leader—"Up."

The subsequent—"hill."

The adjunct—"yonder."

Here we have the distinct office of each element in the sentence, and also the offices of the several elements of the auxiliary sentence, and of the phrases.

Of the many METHODS which I have at different times practised, I have selected the above *progressive methods* as the most enlivening, interesting, and profitable.

Teachers will find it convenient to place on the blackboard the following questions, requiring the pupils to answer them in order. Thus :

Of this sentence—

What is the subject? \_\_\_\_\_.

What is the predicate? \_\_\_\_\_.

What is the object? \_\_\_\_\_.

What are the adjuncts—

Of the subject? \_\_\_\_\_.

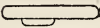
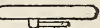
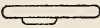
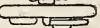
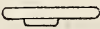
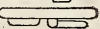
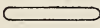
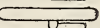
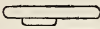
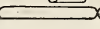
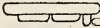
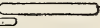
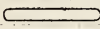
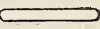
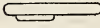
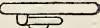
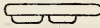
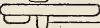
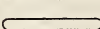
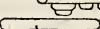
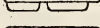
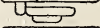
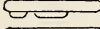
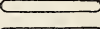
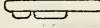
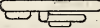
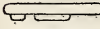
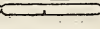
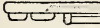
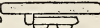
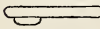
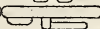
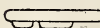
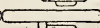
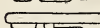
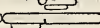
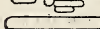
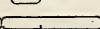
Of the predicate? \_\_\_\_\_.

Of the object? \_\_\_\_\_.

Appropriate answers to these six questions will amount to a correct analysis of any sentence.

I will give specimen exercises in PARSING in the APPENDIX. See p. 77.

## 37.-

1.			1
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38.-			
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16.			16
17.			17
18.			18
19.			19



## 37.—

1. The sun rose on the sea.
2. A mist rose slowly from the lake.
3. The night passed away in song.
4. Morning returned in joy.
5. The mountains showed their gray heads.
6. The blue face of ocean smiled.
7. Day declines.
8. Hollow winds are in the pines.
9. Darkly moves each giant bough  
O'er the sky's last crimson glow.
10. Nature's richest dyes  
Are floating o'er Italian skies.
11. A golden staff his steps supported.
12. The dying notes still murmur on the string.
13. A purple robe his dying frame shall fold.

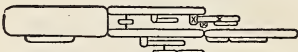
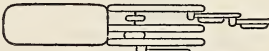
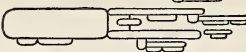
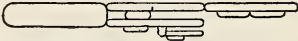
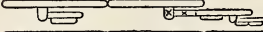
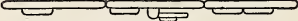
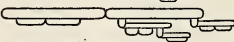
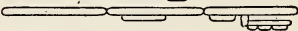
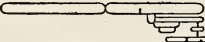
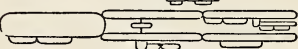
## 38.—

14. At the heaving billow stood the meagre form  
of Care.
15. Oft the shepherd called thee to his flock.
16. The comely tear steals o'er the cheek.
17. The storm of wintry time will quickly pass.
18. Thus, in some deep retirement, would I pass  
The winter-glooms, with friends of pleasant  
soul.
19. Then comes the father of the tempest forth,  
Wrapt in their glooms.

---

9. Glow of *the sky*. (See Gr., p. 278, obs. 4.)  
19. *Being* wrapped in glooms.

38.—

20.		*20
21.		21
22.		22
23.		23
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25.		25
26.		26
27.		27
28.		28
29.		29

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*20.	See APPENDIX.....	20
22.	See " .....	22
24.	See " .....	24
28.	See " .....	28
29.	See " .....	29

38.—

20. Thy bounty shines in autumn, unconfined,\*  
And spreads a common feast for all that live.
21. Some in the fields of purest ether play,  
And bask and whiten in the blaze of day.
22. On thy fair bosom, waveless stream,  
The dipping paddle echoes far,  
And flashes in the moonlight gleam.
23. Who can observe the careful ant,  
And not provide for future want?
24. Nature, with folded hands, seemed there,  
Kneeling at her evening prayer.
25. —————The woods  
Threw their cool shadows freshly to the west.
26. The clear dew is on the blushing bosoms  
Of crimson roses, in a holy rest.
27. Spring calls out each voice of the deep blue  
sky.
28. Thou'rt journeying to thy spirit's home,  
Where the skies are ever clear.
29. —————A summer breeze  
Parts the deep masses of the forest shade,  
And lets a sunbeam through.
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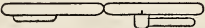
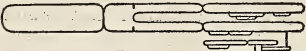
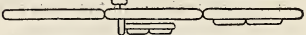
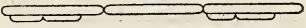
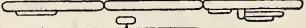
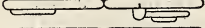
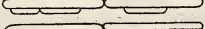
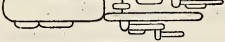

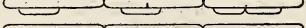
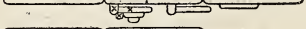
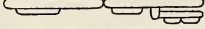
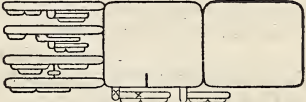
\*20. *To an unconfined extent.* (Gr., 22, obs. 2.)

22. "Waveless stream" is a logical adjunct of  
"thy." (Gr., 265, obs. 2, rem.)

24. Seemed *to be* kneeling there.

29. Lets a sunbeam through *them*—*i. e.*, "masses."  
(Gr., 22, obs. 2.)

38.—

30.		30
31.		31
32.		32
33.		33
34.		34
35.		35
36.		36
37.		37
38.		38
39.		39
40.		40
41.		41
42.		42

---

31.	See APPENDIX.....	31
42.	See ".....	42

38.—

30. The pines grew red with morning.\*

31. Sin hath broke the world's sweet peace—unstrung

Th' harmonious chords to which the angels  
sung.32. And eve, along the western skies,  
Spreads her intermingling dyes.

33. The blooming morning ope'd her dewy eye.

34. No marble marks thy couch of lowly sleep;

35. But living statues there are seen to weep.

36. A distant torrent fairly roars.

37. His gray locks slowly waved in the wind,  
And glittered to the beam of night.

38. Oft did the harvest to their sickle yield.

39. Their furrow oft the stubborn glebe has broke.

40. How jocund did they drive their team a-field!

41. How bowed the woods beneath their sturdy  
stroke!42. The breezy call of incense-breathing morn,  
The swallow twittering from the straw-built  
shed,  
The cock's shrill clarion, or the echoing horn,  
No more shall rouse them from their lowly bed.

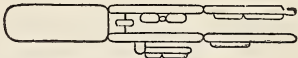

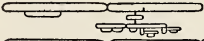
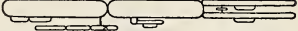
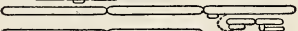
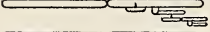
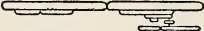
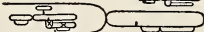
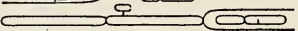
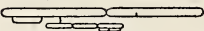
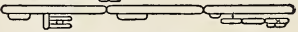
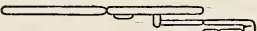
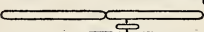
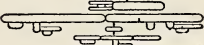
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\* 30. Grew red: "red" is an adjective in predicate  
with "grew." (Gr. 280, note 3.)

31. "Broke," for *broken*, by apocope. (Gr. 329.)

35. Are seen to weep there.

40. In how jocund *a manner*. (Gr. 22, obs. 2.)

43.—	4.		43
44.—	3.		44
46.—	4.		45
	5.		46
	6.		47
	7.		48
	9.		49
	4.		50
	5.		51
48.—	4.		52
	5.		53
	6.		54
49.—	2.		55
	3.		56

9. See APPENDIX..... 49

4. See " .....20 and 50

43.—

4. Slowly and sadly they climb the distant mountains,  
And read their doom in the setting sun.

44.—

3. I will never pant for public honors,  
Nor disturb my quiet with the affairs of state.

46.—

4. Sweet was the sound, when oft, at evening's close,  
Up yonder hill the village murmur rose.  
5. The bounding steed you pompously bestride,  
Shares with his lord the pleasure and the pride.  
6. Thou had'st a voice whose sound was like the sea.  
7. To him that wishes for me I am always present.  
9. These lofty trees wave not less proudly,  
That their ancestors moulder beneath them.  
4. That all men are created equal, is a self-evident truth.  
5. Yet Brutus says he was ambitious.

48.—

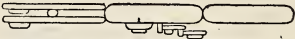
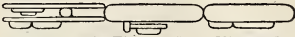
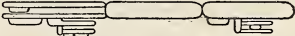
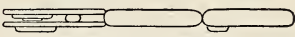
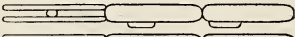
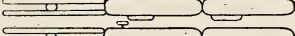
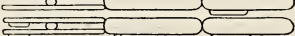
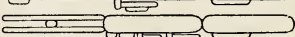
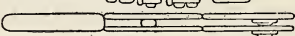
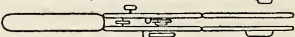
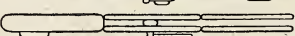
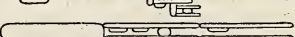
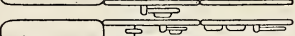
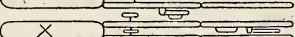
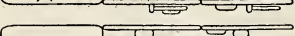
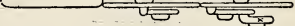
4. That life is long which answers life's great end.  
5. The man of wealth and pride,  
Takes up a space that many poor supplied.  
6. Here I come to tell what I do know.

49.—

2. Where wealth and freedom reign, contentment fails.  
3. How dear to my heart are the scenes of my childhood,  
When fond recollection presents them to view.

- 
5. Steed *which* you bestride. (Gr. 241, obs. 1.)  
4. Equal—with equal rights. (Gr. 288, obs. 2.)  
5. That supplied many poor *people*.  
6. That which I do know. (Gr. 256, obs. 3.)  
3. Scenes are dear: "dear" in predicate with "are."

## 56.—

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4.		68
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6.		70
7.		71
8.		72

8. Existing there.



## 56.—

9. Illuminated reason and regulated liberty shall  
once more exhibit man in the image of his  
Maker.
10. The hunter's trail and the dark encampments  
startled the wild beasts from their lairs.
- 4.\* Their names, their years, spelled by the unlet-  
tered muse,  
The place of fame and elegy supply.
- 5.\* Thy praise,  
The widows' sighs and orphans' tears embalm.
5. Hill and valley echo back their songs.
6. Then Strife and Faction rule the day.
7. And Pride and Avarice throng the way.
8. Loose Revelry and Riot bold,  
In freighted streets their orgies hold.
- 10.\* Here Art and Commerce, with auspicious reign,  
Once breathed sweet influence on the happy  
plain.
- 2.\* He heard the king's command,  
And saw that writing's truth.
- 3.\* For misery stole me at my birth,  
And cast me, helpless, on the wild.
- 4.\* That the page unfolds,  
And spreads us to the gaze of God and men.
- 5.\* Now twilight lets her curtain down,  
And pins it with a star.
- 6.\* They fulfilled the great law of labor in the  
letter, but broke it in the spirit.
- 7.\* Then weave the chaplet of flowers, and strew  
the beauties of nature about the grave.
- 8.\* He marks, and in heaven's register enrolls  
The rise and progress of each option there.

---

\* These sentences are not in the Normal Gram-  
mar. See APPENDIX, "NOTE to Teachers."

4. The page unfolds that.

7. Thou weave chaplet and strew beauties.

## 61.—

2.		73
3.		74
4.		75
2.		76
3.		77
4.		78
5.		79
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5.		82
6.		83
10.		84
11.		85
7.		86
8.		87
14.		88
15.		89

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3. See	APPENDIX.....	73
4. See	" .....	78
7. See	" .....	81
10. See	" .....	84
11. See	" .....	85
15. See	" .....	89

61.—

2. "I cannot," has never accomplished anything.
3. "I will try," has done wonders.
- 4.\*That friendship is a sacred trust,  
That friends should be sincere and just,  
That constancy befits them,  
Are observations on the case,  
That savor much of commonplace.
- 2.\*Go to the raging sea, and say, "Be still."
- 3.\*But tell not Misery's son that life is fair.
- 4.\*"And this to me?" he said.
- 5.\*Cæsar cried, "Help me, Cassius, or I sink."
- 6.\*While man exclaims, "See all things for my use,"
- 7.\*"See man for mine," replies a pampered goose.
5. "Will you walk into my parlor?"  
Said a spider to a fly.
6. He knew not that the chieftain lay  
Unconscious of his son.
- 10.\*He shouted but once more aloud,  
"My father! must I stay?"
- 11.\*We bustle up with unsuccessful speed,  
And in the saddest part cry, "Droll, indeed!"
7. Then Agrippa said unto Paul, "Almost thou persuadest me to be a Christian."
8. A celebrated writer says, "Take care of the minutes, and the hours will take care of themselves."
- 14.\*The little birds, at morning dawn,  
Clothed in warm coats of feather,  
Conclude that they away will roam,  
To seek for milder weather.
- 15.\*I tell thee thou art defied.



## 61.—

- 2.\*What thou dost not know thou canst not tell.
- 3.\*I speak not to disprove what Brutus spoke.
- 4.\*Seek not to know what is improper for thee.
- 5.\*But here I stand and speak what I do know.

## 65.—

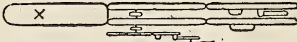
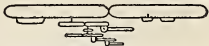
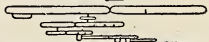
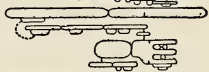
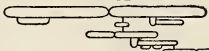
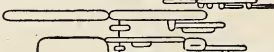
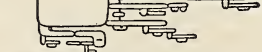
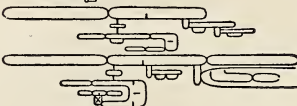
2. Wherefore is there a price in the hand of a fool  
to get wisdom, seeing he hath no heart to it.
3. Yet do I feel my soul recoil within me,  
As I contemplate the dim gulf of death.
4. If we have whispered truth,  
Whisper no longer.
5. Speak as the tempest does,  
Stern and stronger.
6. The hoary head is a crown of glory, if it be  
found in the way of righteousness.
7. Their advancement in life and in education  
was such that each ought to have been a  
gentleman.
- 8.\*The sweet remembrance of the just,  
Shall flourish when he sleeps in dust.
- 9.\*But, when he caught the measure wild,  
The old man raised his head and smiled.
- 10.\*There are sumptuous mansions with marble  
walls,  
Where fountains play in the perfumed halls.
- 11.\*The earth hath felt the breath of spring,  
Though yet on her deliverer's wing  
The lingering frosts of winter cling.

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\* See APPENDIX, "NOTE to Teachers."

10. *Adorned with marble walls.*

## 66.—

1.		104
2.		105
4.		106
5.		107
6.		108
7.		109
8.		110
9.		111

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2. See APPENDIX.....	105
4. See " .....	106
5. See " .....	107
9. See " .....	108


## 66.—

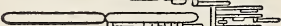
1. If you would know the deeds of him who chews,  
Enter the house of God, and see the pews.
  2. The man that dares traduce because he can  
With safety to himself, is not a man.
  4. The time will come when all will have been  
said that can be said to exalt the character  
of any individual of our race.
  5. Mysterious are his ways, whose power  
Brings forth that unexpected hour  
When minds that never met before,  
Shall meet, unite, and part no more.
  6. My heart is awed within me when I think  
Of the great miracle that still goes on,  
In silence, round me.
  7. When we consider carefully what appeals to  
our minds, and exercise upon it our reason—  
taking into respectful consideration what  
others say upon it—and then come to a con-  
clusion of our own, we act as intelligent  
beings.
  8. Before we passionately desire what another  
enjoys, we should examine into the happi-  
ness of its possessor.
  9. With what loud applause didst thou beat hea-  
ven with blessing Bolingbroke, before he  
was what thou would'st have him be!
- 

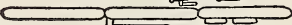
4. The time—*what* time?

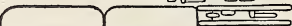
5. Hour—*what* hour. When minds shall meet,  
unite, and part no more. (Gr. 310, Ex.)

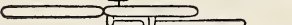
## 168.—

4.  112


0.  113


5.  114

6.  115

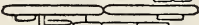
7.  116

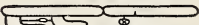
## 204.—

1.  117

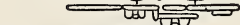
2.  118

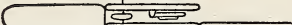
## 205.—

2.  119

3.  120

4.  121

5.  122

6.  122

4. See APPENDIX..... 112

5. See "..... 113

6. See "..... 122



## 168.—

4. The chief fault of Coleridge lies in the style, which has been justly objected to, on account of its obscurity, general turgidness of diction, and a profusion of new-coined, double epithets.
0. Southey, among all our living poets, stands aloof, and “alone in his glory;” for he alone of them all has adventured to illustrate, in poems of magnitude, the different characters, customs, and manners of nations.
5. To him, who, in the love of nature, holds  
Communion with her visible forms, she speaks  
A various language.
6.                               For his gayer hours  
She has a voice of gladness, and a smile  
And eloquence of beauty;
7.                               And she glides  
Into his dark musings, with a mild  
And gentle sympathy, that steals away  
Their sharpness, ere he is aware.

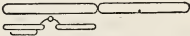
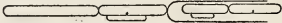

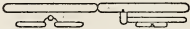
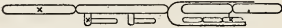

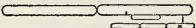

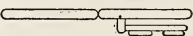
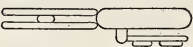


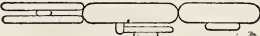
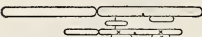
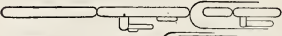
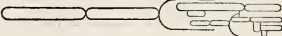
## 204.—

1. That we differ in opinion is not strange.
2. How he came by it, shall be disclosed in the next chapter.

## 205.—

2. There is no union here of hearts,  
That finds not here an end.
3. Were this frail world our final rest,  
Living or dying none were blest.
4. Thus star by star declines,  
Till all are passed away;
5. As morning, high and higher shines  
To pure and perfect day :
6. Nor sink those stars in empty night,  
But hide themselves in heaven's own light.

## 198.—

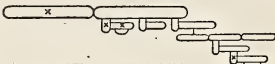
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16.		137

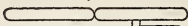
2. My sister and *I* were both invited. (*a*)
  3. We have not learned *who* else were invited.
  4. Scotland and *thou* did each in other live. (*a*)
  5. Tell me in sadness *who* is she you love.\*
  6. *He whom* I most loved fell at Gettysburg. (*b*)
  7. *Those* are the boys we saw.
  8. The rustic's sole response was, "*Those are* my sentiments." (*c*)
  9. *Hast thou* been to the yearly meeting?
  10. John and *I* go to the same school.
  11. Mother, do you care if we girls have a little dance in the parlor? (Gr. 200, obs. 5.)
  12. Anna says that *she* and *I* can never learn much unless we study evenings. (*d*)
  13. Shall you and I take a walk in the grove?
  14. You are the masters, and not I.
  15. He will in no wise cast out *whosoever* cometh unto him.
  16. He feared his men would be cut off, *who* he saw were off their guard. (*e*)
- 

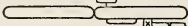
\* In the diagrams, the mark (x) indicates that the *word* belonging there is *understood*.

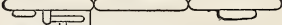
- |     |                         |
|-----|-------------------------|
| (a) | See Gr. p. 200, obs. 2. |
| (b) | " 25, obs. 1.           |
| (c) | " 23, foot-note.        |
| (d) | " 305, obs. 9.          |
| (e) | " 244, obs. 5.          |

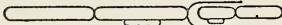
## 198.—

17.  138

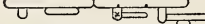
18.  139


18.  139


19.  140


20.  141

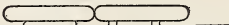
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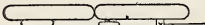
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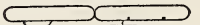
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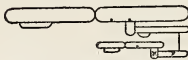
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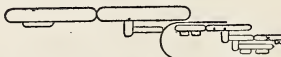
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8.  149

9.  150

198.—

17. *Whosoever* will compel thee to go a mile, go with him twain. (Gr. 305, obs. 9.)
18. We are to blame, and not they.
19. The king of the Samaritans, *who* we may imagine was no small prince, restored the prisoners. (f)
20. I know not who else are expected.

*See page 213, Note 5.*

1. A severe reprimand *has been given to Silas* by the teacher.
2. A horse and carriage *were presented* to our minister.
3. Since then very good advice *has been given to us*.
4. My opinion on that subject *has often been asked*.
5. A hundred dollars *were given to William* to test his economy.
6. That story *was told to me* when I was a little boy.

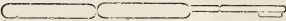
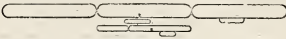
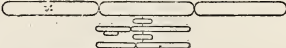
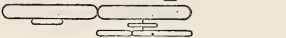
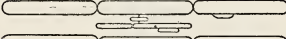
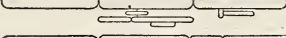
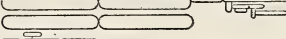
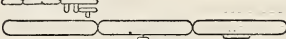
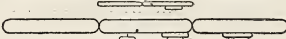
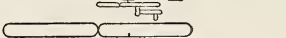
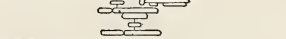
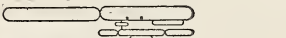
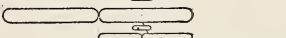
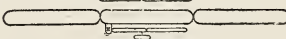
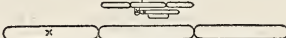
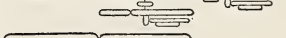
*Progressive Form.*—(See Note 6.)

7. His corn *was being planted while John was eating his dinner*.
8. His barn was being raised on the day [in which] his hay was cut.
9. These sentences are *written* to show what an effort is *being made* to confound the Active with the Passive Voice. “—Pray you avoid it.”

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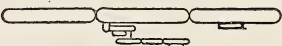
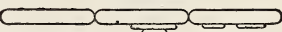
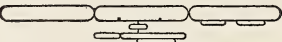
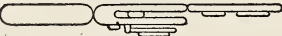
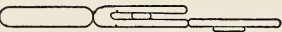
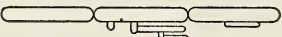
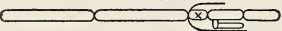
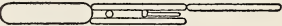
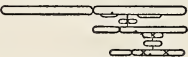
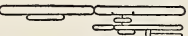
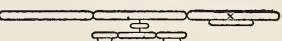
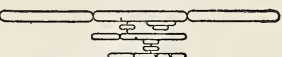
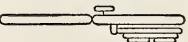
(f) See Gr. p. 244, obs. 5.

223.—

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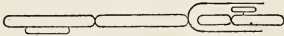
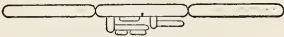
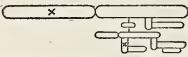
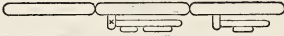
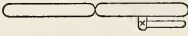
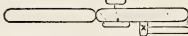
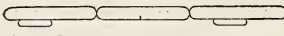
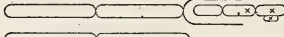

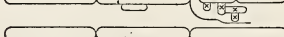
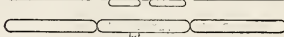
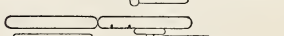
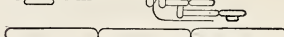
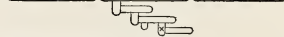
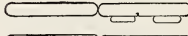
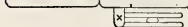
1. I wish a *were* a gipsy.
2. If I *were* a teacher I *would* give shorter lessons.
3. Take care lest the boat *leave* before you shall get up.
4. The boy looks as if he *were* discouraged.
5. If I *were* the king, I would conciliate the Commons.
6. *Will* you promise obedience in future, if I *am* lenient now—*future* obedience.
7. I think you ought to be more attentive to your studies.
8. It seems that John has incurred the displeasure of the teacher.
9. If I *were* a Greek I *would* resist Turkish despotism.
10. If you *were* in my place, you would the better appreciate my motives.
11. If he *is* as wise as he seems, he *will* prove [to be] a good teacher.
12. If thou send me away, I *shall* be miserable indeed.
13. He spoke as if he *were* angry.
14. I bade him take heed lest he make life [to become] a failure.
15. Watch the thoughts of thy heart lest thou sin with thy lips.
16. If I *were* to decide, your hopes would brighten.

## 220.—

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| 13. |  | 180 |



1. The study of science tends to make us devout.
2. I have a temple in every heart that owns my influence.
3. I have loved this vain world too much.
4. You will have accomplished a noble deed before you go hence.
5. Who can observe the careful ant, and not provide for future want?
6. May one be pardoned and retain the offence?
7. We will not have this man to rule over us.
8. "Make way for Liberty," he cried: he made way for Liberty, and died.
9. Were I as rich as Croesus [is rich], I would not be thus extravagant.
10. When gold comes down to par, specie payments will be resumed.
11. If one dollar will buy twelve pineapples, what will buy two *pineapples*?
12. If pineapples were as common as apples [are common], would we prize them as highly?
13. Then turn we to her latest tribune's name.  
[*Then* is a conjunction.]

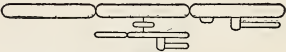
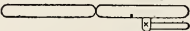
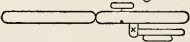
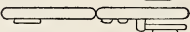
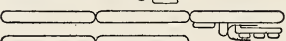
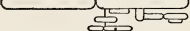
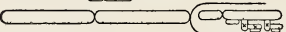
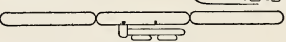
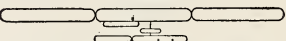
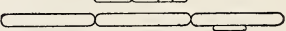

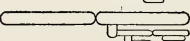
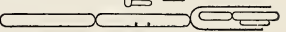
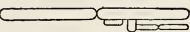
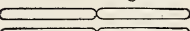
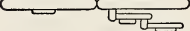

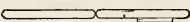
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1. The preacher declared that God *is* love.
  2. During all last week I *did* not *see* George at school.
  3. If you go to the city to-morrow, please\* call for me.
  4. Clara *took* lessons on the organ all last summer.
  5. I may go to-morrow, but I *can* not go to-day.
  6. Will that Alesma damage the hair? I think it *will not*.
  7. What is the diameter of the earth? I *can* not tell [*what is the diameter of the earth.*] (a)
  8. When did you see Albert last? I *saw* him yesterday.
  9. Mr. Smith, *will* you be so kind as to help me work that problem?
  10. At what hour to-morrow *may* we expect you to come?
  11. I *can* not say positively. It *may* be nine or ten. (b)
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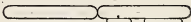
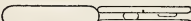
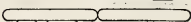
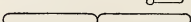
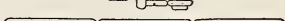
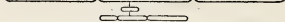
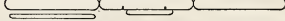
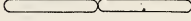
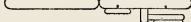
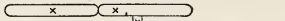
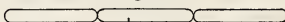
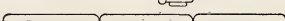
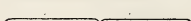
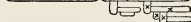
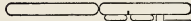

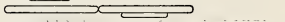

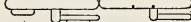

\* "Please" not in diagram. See Gr. 312, *Note*.

(a) Gr. 260, obs. 1.

(b) " 305, " 9.

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12. I read six books of Virgil before I went to college.
13. *Shall* we go to-morrow or [shall we] wait another day?
  1. Respectable farmers never *lie* down in the field.
  2. I have no objection to your *sitting* down occasionally.
  3. While I was talking, Sarah *rose* up to leave the hall.
  4. I *suspect* you was [or were] out late last night.
  5. William has been *felling* trees in the maple grove.
  6. I would avoid it altogether if it can be *avoided*.
  7. Thou *sawest* every action.
  8. What *have* become of so many productions?
  9. Ought you to take those peaches without leave?  
I think I ought not.
  10. He ought *not* to do it. *Ought* he?
  11. His face *shone* with the rays of the sun.
  12. *Would* you rather go or stay? I *would* rather go.

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12.		207
225.—		
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1.		208
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1. Julia is always *chosen* first.
2. Ainsworth has *spoken* twice and *written* once.
3. The best apple was *given* to Anna.
4. You ought not to have *broken* that chair.
5. I saw you when you *did* it.
6. I would rather *have done* it myself.
7. Ernest has *broken* his sled.
8. I have not been *spoken* to on that subject.
9. It is ten o'clock, and my little boy Blue has  
not *driven* the sheep to pasture yet.
10. I have *eaten* all I wish. (a)
11. Gold has *fallen* ten (b) cents in ten days.
12. I have never *sung* in church since.

225.—


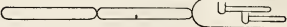
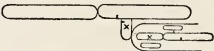
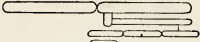
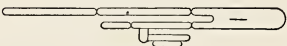
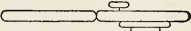
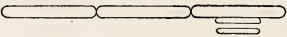
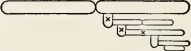
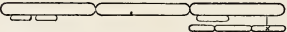
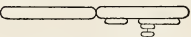
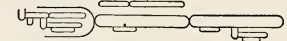

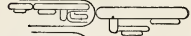
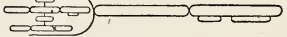
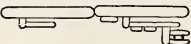
1. Where are you, my boy? Here I *am*.
2. Such a clatter of sounds *indicated* rage.
3. This addition of foreign words *has been made* by  
commerce.
4. And many a steed in his stables *was seen*.
5. There are pupils in this class whose progress  
*has been* astonishing.

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(a) All *that* I wish to eat.

(b) To the extent of ten cents.

## 225.—

6.		213
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20.		227



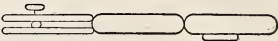
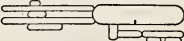
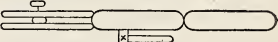
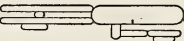
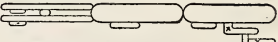
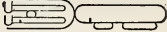



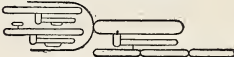
6. He *dares* not call me coward.
7. *Dost thou* love to go to school?
8. I am mindful that myself *am* strong.
9. I refer to this that yourself *have spoken*.
10. I have read what thou *sayest* of our peculiarities.
11. When thou most sweetly *singest*.
12. Thy nature, Immortality, who *knows*?
13. Who *dares* avow himself equal to the task?
14. Every error I could find, *has* my busy muse employed.
15. They prayed together much oftener than thou *insinuatest*.
16. Simply to give alms to the poor *does* not constitute the sum of Christian duty.
17. Receiving and secreting stolen goods *is* punishable by our municipal laws. (a)
18. How the boys all escaped from drowning *was* a wonder to us all. (b)
19. That Milton should love the dollars as he does, *astonishes* all his friends.
20. Variety of numbers still *belongs*.  
To the soft melody of ode or song.

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(a) Gr., 230.

(b) Gr., 203, obs. 17.

## 226.—

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| 9.  |  | 236 |
| 10. |  | 237 |

1. Neither history nor tradition *furnishes* such information.
2. Neither Charles nor his brother *was* qualified to support such a position.
3. Nor war nor wisdom *yields* our Jews (a) delight.
4. He or his deputy *was* authorized to commit the culprit.
5. For outward matter or event *fashions* not the character within. (b)
6. To shoot or to be shot *was* (c) my only alternative.
7. Reading novels or lounging about the village *is* (c) alike damaging to the moral character.
8. How could we escape, or where we were to go, *was* to be decided at once.
9. That he is rich, or that you are poor *is* (c) not material to the question of relative happiness.
10. Praise from a friend, or censure from a foe,  
*Is lost* on hearers that our merits know.




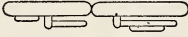
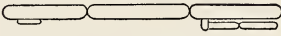
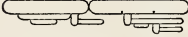
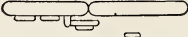
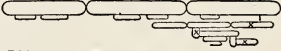
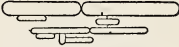

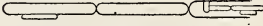
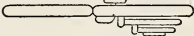
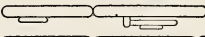
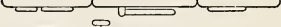
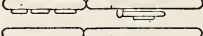
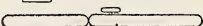
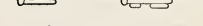
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(a) Yields delight *to* our Jews.

(b) *Existing* within *him*.

(c) See Gr., 226, Note 15, *Rem*.

## 228.—

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7.		252

(See Note 16.)

1. A series of exercises in false grammar *is* introduced toward the end.
2. The number of the names *was* about one hundred and twenty. (a)
3. The number of school districts *has* increased since last year.
4. In old English, this species of words *was* numerous.
5. Has the legislature power to prohibit assemblies?
6. Above one-half of them *were* cut off before the return of spring. [Gr. 227.]
7. The greater part of their captives *were* sacrificed.
8. While still the busy world *are* treading o'er (b)  
The paths they trod five thousand years before.
9. Small as the number of inhabitants *is*, their poverty is extreme.
10. The number of bounty-jumpers *is* enormous.


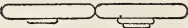

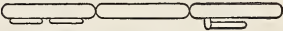


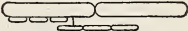
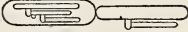
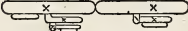
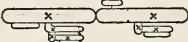
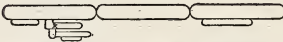
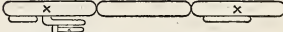

(See Note 17.)

1. The minority *are* attempting to control the majority.
2. But the majority *are* not disposed to submit to its control.
3. The rabble *are* prepared for any event.
4. The peaceable people watch their action with anxiety.
5. While the whole thoughtless youth *are* eager for the strife.
6. The nobility *are* alarmed, and
7. Mankind in general *are* apprehensive of a general anarchy.

(a) In sentences like this the intransitive verb "*was*" is more than simply "copulative." It seems equivalent to the verb *equals*. But "*equals*" is transitive. The form *was equal to about* (nearly) *one hundred and twenty* [names] gives the true meaning, and preserves the verb (*was*) as a copulative verb.

(b) Which they trod at five thousand years before this time.

## 229.—

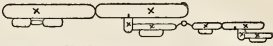
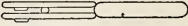
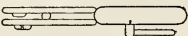
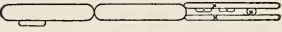
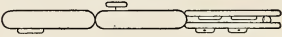
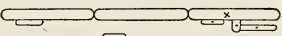
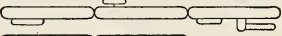
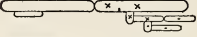
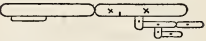

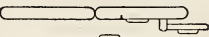
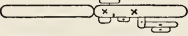
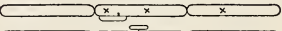
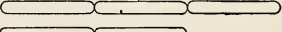
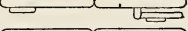
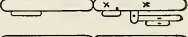
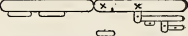
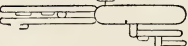
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11.		263
12.		264
13.		265

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5. See	APPENDIX.....	257
9. See	" .....	251
12. See	" .....	254

1. *Are* those your sentiments?
  2. Such phenomena *are* not often witnessed.
  3. *Were* there no spiritual men then?
  4. To him *give* all the prophets witness.
  5. There *seem* to be but two general classes.
  6. Hence *arise* the six forms of expressing time.
  7. There *were* several other grotesque figures that presented themselves.
  8. " Rills from the Fountain of Life " *was* published by Lippincott. (c)
  9. Five times five *are* [equal to] twenty-five.
  10. And five times six *are* [equal to] thirty.
  11. Three apples [taken] from twelve apples *leave* nine apples.
  12. Three [units] added to nine [units] *make* twelve [units].
  13. Dickens' " Household Words " *is* among the best of his works. (c)
-

## 231.—

1.		266
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6.		214
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10.		282
10.		283



1. Two and two **are** four, and five **are** nine.
  2. The flax and the barley **were** smitten.
  3. The Mood and Tense **are** signified by the Verb.
  4. Every word and every member **has its** due weight and force. (*d*)
  5. Each day and each hour **brings its** portion of duty. (*d*)
  6. No law, no restraint, no regulation **is** required to keep him in bounds. (*d*)
  7. Prudence, and not pomp, **is** the basis of his fame. (*e*)
  8. Not fear, but fatigue, **has** overcome him. (*e*)
  9. The President, not the Cabinet, **is** responsible for the measure. (*e*)
  10. Every old man, and every woman and child, **was** removed to a place of safety. (*d*)
- 

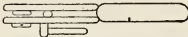
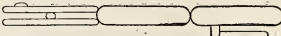

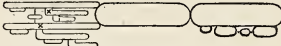
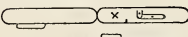
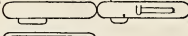
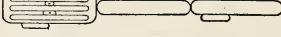
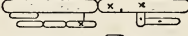
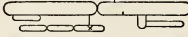
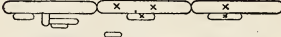
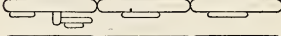
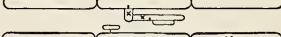
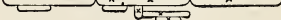
242. Two [units] and two [units] are [equal to] four [units]; [four units] and five [units] are [equal to] nine [units].

See note on sentence above.

245. (*d*) Gr., 226 and 230. Exception 2.

(*e*) Gr., 226 and 230. Exception 3.

## 231.—

11.		284
12.		285
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17.		291
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11. What are the latitude and longitude of Boston.
  12. Neither Anna nor Ernest has permission to go.
  13. Neither Clara nor Ruby is remarkably beautiful.
  14. One eye on death and one full fixed on heaven,  
Become a mortal and immortal man.
  15. The designer [is at fault] and not the engraver  
is at fault.
  16. Our Maker, Governor, and guide demands our  
homage. (e)
  17. Each thought we cherish and each word we  
utter is known to Him. (f)
  18. No vice of the heart [has ever escaped His  
notice] and no sin of the tongue has ever  
escaped His notice.
  19. Dissipation and not late hours has made him  
an invalid. (g)
- 

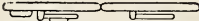
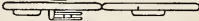
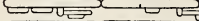
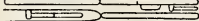

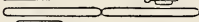
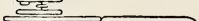
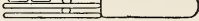
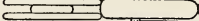
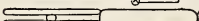
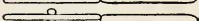
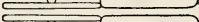
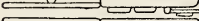
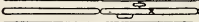
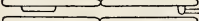
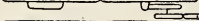

(e) Gr., 233. Exception 4.

(f) Gr., 230. Exception 2.

(g) Gr., 230. Exception 3.

Dissipation has made him [to become] an invalid,  
and late hours [have] not [made him to be-  
come an invalid].

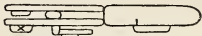
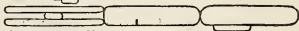
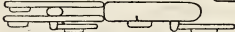
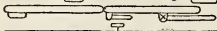
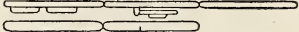
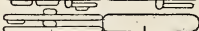
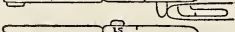
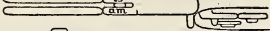
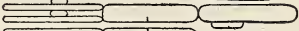
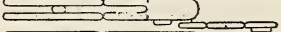
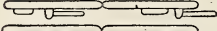
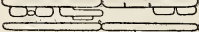
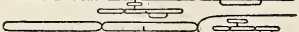
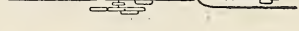
## 232.—

1.		297
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12.		308
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15.		311
16.		312
17.		313

7. See	APPENDIX.....	303
9. See	" .....	305
17. See	" .....	313

1. The rapidity of his movements *was* beyond example.
  2. The mechanism of clocks and watches *was* totally unknown.
  3. The past tense of these verbs *is* very indefinite with respect to time.
  4. Everybody *is* very kind to her.
  5. To study mathematics, *requires* maturity of mind.
  6. That they were foreigners, *was* *apparent* in their dress.
  7. Coleridge, the poet and philosopher, *has* many admirers.
  8. No monstrous height, nor length, nor breadth, *appears*.
  9. Common sense, as well as piety, *tells* us these are proper.
  10. Wisdom or folly *governs* us.
  11. Nor want nor cold his course *delays*.
  12. Hence naturally *arises* indifference or aversion between the parties.
  13. Wisdom, and not wealth, *procures* esteem.
  14. No company *like* to confess *that they are ignorant*.
  15. The people *rejoice* in that which should cause sorrow.
  16. Therein *consist* the force and use and nature of language.
  17. From him *proceed* power, sanctification, truth, grace, and every other blessing we can conceive.
- 

NOTE.—I have corrected the “false syntax;” but the teacher will do well to require his pupils to make the corrections, and refer to the RULES, NOTES, or OBSERVATIONS by which they are corrected.

18.		314
19.		315
20.		316
21.		317
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23.		319
24.		320
25.		321
26.		322
27.		323
28.		324
29.		325
30.		326
31.		327

21. Go [on] barefoot.

26. "Happy" is in Predicate with "renders."

18. How *are* the gender and the number of the relative known?
19. Hill and dale *do boast* thy blessing.
20. The syntax and the etymology of the language *are* thus spread before the learner.
21. In France the peasantry go barefoot.
22. While all our youth *prefer* her to the rest.
23. A great majority of our authors *are defective* in manner.
24. Neither the intellect nor the heart *is capable* of being driven.
25. Neither *is he* nor *am I capable* of harboring a thought against your peace.
26. Neither riches nor fame *renders* a man happy.
27. *I am* or thou *art* the person who must undertake the business.
28. The quarrels of lovers *are* a renewal of love.
29. Two or more sentences united together *are* called a compound sentence.
30. If I *were* a Greek, I *would* resist Turkish despotism.
31. I cannot say that I admire this construction, though it *is* much *used*. (Gr. 218, Obs. 4.)

32.		328
33.		329
34.		330
35.		331
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42.	See APPENDIX.....	338
44.	See " .....	340

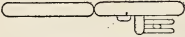
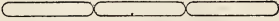
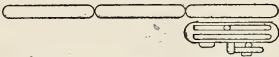
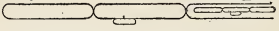
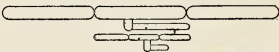
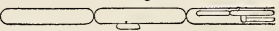

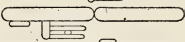
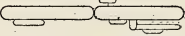
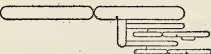


32. It was observed in Chap. III. that the disjunctive or *has* a double use.
33. I observed that love *constitutes* the whole character of God.
34. A stranger to the poem would not easily discover that this *is verse*.
35. Had I commanded you *to do* this, you *would have thought hard* of it.
36. I found him better than I expected *to find* him.
37. There are several faults which I intended to *enumerate*.
38. An effort *is being made* to abolish the law.
39. The Spartan admiral *had sailed* to the Hellespont.
40. As soon as he *had landed*, the multitude thronged about him.
41. Which they neither *have done* nor can do.
42. For you have but *mistaken* me all the while.
43. Who would not have let them *appear*.
44. You *were chosen* probationer.
45. Had I known the character of the lecture, I would not have *gone*.
46. They *ought* not to do it.
47. *Ought* I to place "wise" in predicate with "makes?"
48. Whom they had *set* at defiance.
49. Whereunto the righteous flee and *are safe*.
50. She *sits* as a prototype, for exact imitation.

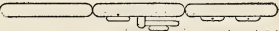
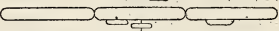
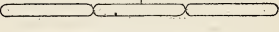
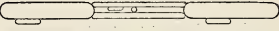
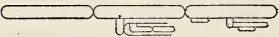
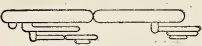
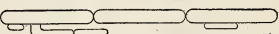
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32. "It was observed." *What* was observed?

## 237.—

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## 240.—

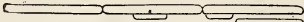
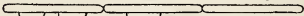
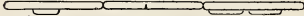
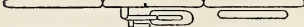
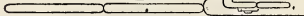
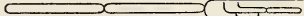
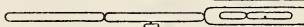
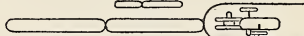
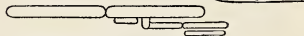
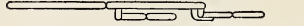
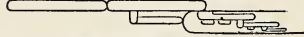
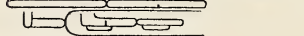
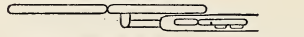
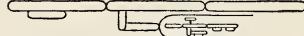
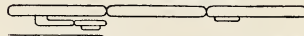
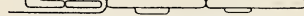
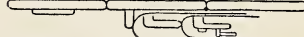

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## 237.—

1. They will not go without *her* and *me*.
2. *Whom* did Gertrude marry?
3. Vain pomp and glory of the world, I hate *you*.
4. I cannot tell *whom* I saw there.
5. I took it to be *him whom* we visited at Homer.
6. I do not remember for *whom* they are.
7. There are a few who, like you and *me*, drink nothing but water.
8. All debts are clear between you and *me*.
9. And to poor *us*, thine enmity is most capital.
10. We should discriminate between him who is the sycophant and *him* who is the teacher.

## 240.—

1. In these cases custom generally determines *the correct expression*.
2. Thou canst not deny the fact, though thou wilt not acknowledge *it*.
3. The indicative mood simply indicates or declares *an event*.
4. In conjugating *verbs*, you should pay particular attention to these signs.
5. The author, hastening to finish *the work*, appears to have written rather carelessly.
6. A verb signifying *action* governs the accusative.

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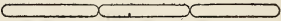
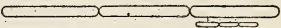
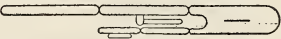
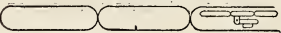
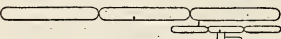
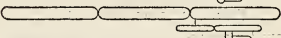
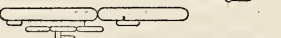
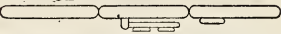
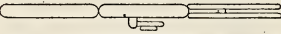
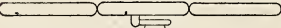
4. See	APPENDIX.....	367
10. See	" .....	373
17. See	" .....	380

1. There thou shalt find my cousin, Beatrice.
2. His daring foe securely him defied.
3. The broom its yellow leaf hath shed.
4. Did I request thee, Maker, from my clay,  
To mould me man?
5. We may avoid talking nonsense on these subjects.
6. I doubted their having it.
7. They say, "This shall be," and it is.
8. Athens found that neither art nor science could  
avail against depravity of morals.
9. How I love to see thee, golden, evening sun!
10. I come to bury Cæsar, not to praise him.
11. He endeavored to prevent our being tossed  
about by every wind of doctrine.
12. It is difficult to doubt his having seen military  
service.
13. This goes to prove what strange creatures we  
are.
14. The governor commands me to say that he has  
no further business with the Senate.
15. Scaling yonder peak, I saw an eagle.
16. Finding fault, never does any good.
17. By opposing your going to college, your father  
abridged your usefulness.
18. The ceremonies concluded by the doctor's say-  
ing, "Gentlemen, we will resume our studies  
at seven to-morrow."

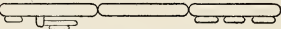
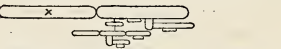
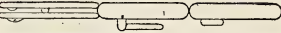
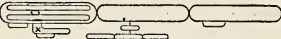
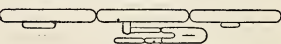
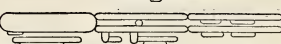
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12. *It is difficult.*    *What is difficult?*

## 247.—

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| 7.  |  | 388 |
| 8.  |  | 389 |
| 9.  |  | 390 |
| 10. |  | 391 |

## 248.—

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| 1. |    | 392 |
| 2. |   | 393 |
| 3. |  | 394 |
| 4. |  | 395 |
| 5. |  | 396 |
| 6. |  | 397 |

395. The diagram for this sentence is defective. The object should have two adjuncts connected by a conjunction.

## 247.—

1. *Whom* did Albert marry?
2. *Those* that assist me will I assist.
3. *Whomsoever* the President fancies he appoints to office.
4. *Whom* do you think I met this morning?
5. We will applaud *him* who will place this sentence in diagram.
6. We will visit *those* who call on us.
7. The man *whom* you introduced to me has called again.
8. *Thee* only have we met in all our wanderings.
9. Will you let Anna and *me* go to the concert?
10. I have known *them* from my boyhood.

## 248.—

1. The star of the west sends *its* last lingering ray.
2. Look not on the wine when *it* giveth *its* color in the cup.
3. No boy or girl may leave *his* or *her* seat without permission.
4. No boy or girl here can solve that problem, unless he or she have assistance.
5. No teacher should require a pupil to do what he cannot do.
6. The Moon at length, apparent queen, unveiled her peerless light, and o'er the dark her silver mantle threw.

The following sentences (without corresponding diagrams) are inserted here as corrections of the ERRORS of Syntax, given in the Grammar.

249.—

1. Well, my lad, *have you* seen my new kite?
2. You have my book and I have *yours*.
3. Neither art thou such a one as to be ignorant of what *thou* art.
4. How can you despise her who without *your* pity dies?
5. Can you refuse that I share in *your* woes?
6. Ere you remark another's sin,  
    Bid *your* own conscience look within.

250.—

1. Will you go to the concert with Clara and me?
2. You and John may parse that sentence.
3. I think that Anna and Mary and I are entitled to prizes.
4. Father and I and Jack caught that squirrel.
1. Bring me *those* books.
2. Only see how *those* large trees bow to the breeze.
3. No one knows when *those* boys study their lessons.
4. *Those* are my sentiments.
5. Which of *those* houses does your father live in?

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(a) See Gr. 77, Obs. 3.

(b)    "    78,    "    4.



(See Note 7.)

1. Let any pupil put this in Diagram if *he* can.
2. Each pupil may select a sentence for *himself*.
3. Every true believer has the spirit of God in *him*.
4. Every member of a family should know *his* duty.
5. Every one must judge of *his* own feelings.
6. Albert and Charles have each *his* peculiarities.
7. Everybody has recollections which *he* thinks worthy of recording.
8. Everybody trembled for *himself* or *his* friends.
9. Let every student now attend to *his* own lesson.

(Note 8.)

10. Every mechanic and every artist had full pay for *his* services. (See Diagram, p. 230.)
11. If Clara or Anna will analyze this Sentence, *she* shall be complimented.
12. Gold or silver will be paid if *it is* demanded.
13. James or Henry may sweep the school-room if *he is* willing.
14. I expect George or Charles will favor us with *his* company this evening.
15. Neither poverty nor wealth necessarily *secures* happiness to *its* possessor.
16. No act nor word nor thought, whether *it* be good or evil, will escape the judgment.

252.— (Notes 9, 10, 11, 12.)

17. The Council was in session until ten, when *it* adjourned to the next day.
18. The school was called to order at nine; but *it was* dismissed at one.
19. The nobility failed on every measure *they* proposed.
20. The peasantry carried every measure *they* brought forward.

(Notes 9, 10, 11, 12.)

21. Mankind can never exceed the limit of knowledge nature has prescribed for *them*.
22. The house and barn were insured for more than *they* cost.
23. Candor and frankness manifest *themselves* in his countenance.
24. The committee were unanimous on every measure which *they* considered.
- 254.— (See Note 13.)
  1. Our new teacher, who teaches algebra, will call here to-night.
  2. We called on Sarah, *who* gives lessons on the guitar.
  3. John is the boy that takes all the prizes.
  4. My banks are furnished with bees.
    1. Anna loves to study, but Sarah is ever idle.
    2. Whoever believeth not therein shall perish.
    3. Whom, when they had washed *her*, they laid in an upper chamber.
- 254.— (Note 16.)
  4. All pupils *that* have recited may be dismissed.
  5. The pupils *who* study grammar should speak correctly.
  6. The conductor introduced me to the man of *whom* you spoke.
  7. I did not meet the lady there *that* you spoke of.  
(Exception to Note 16.)
  8. The committee *which* was appointed failed to report.
  9. He instructed the crowds *which* surrounded him.
  10. The court, *which* gives currency to manners, ought to be exemplary.
  11. The nations among *which* they took their rise were not savage.
  12. The convention *which* was called accomplished nothing.
  13. Solomon was the wisest king *that* the world has ever seen.

1. They are like so many puppets *which* are moved by wires.
2. And the ants, *which* are collected by the smell, are burned.
3. He was met by a dolphin, *which* sometimes swam before him.
4. He encountered the crowd *that* was going up the street.
5. I have a temple in every heart *that* owns my  
255.— influence.
1. Who is she *that* comes clothed in robes of green?
2. He is not the person *that* he appeared to be.
3. Was it thou or the wind *that* shut the door?
4. All *that* can be done to render the definitions of grammar accurate.
5. The nominative expresses the name of the person or thing *that* acts.
6. The Passive Verb denotes Action received by the person or thing *that* is its Nominative.
7. The same ornaments *that* we admire in a private apartment are unseemly in a temple.
8. Massillon was the greatest preacher *that* modern times have produced.
9. One of the first *that* introduced it was Montesquieu.
10. This is the most useful art *that* men possess.
11. The humming-bird is the smallest bird *that* is found in this country.
12. The commissioner has secured the men and the money *that* he contracted for.
13. The same men *that* stole the horse obtained the reward offered for his return.
14. No man *that* I conversed with knew the cause of the accident.
15. Every vine *that* William grafted grew vigorously.
16. The family with *which* I boarded has gone to Kansas.

## 256.—

1. There is no rule given *by which* truth may be ascertained.
2. That darkness of character *in which* we can see no heart.
3. This is the very house *in which* he lived.
4. By Prepositions we express the manner *in which* a thing was done. [reared.
5. I have been visiting the house *in which* I was
6. I do not see the means *by which* you will do it.

## 259.—

1. The first love which enters the heart is the last to leave the memory.
2. The Military Academy which De Graff instituted seems to be one of the most popular schools in the city.
3. The boy who applies for admission to this school should bring a certificate from his former teacher.
4. Every man whom I met contributed to the relief of the sufferers.
5. The day I entered college was remarkable as the day *when\** the great meteoric shower first fell.
6. Alexander continued four days in the place *where\** he was.
7. Darius was but twenty miles from the place *where\** they then were.
8. They are right when they serve for uses *for which* they were made.
9. To give directions as to the manner *in which* it should be studied.
10. The book in which I read that story is at school.
11. I could not deny *that* he was the man.
12. No one can doubt *that* grammar is a pleasing study.

---

\* See Gr. 310.

## 259.—

13. I have no doubt that you will receive the highest honors.
14. There is no question that the moon revolves on its axis.

## 274.—

1. John is not *so* tall as James.
2. William is *as* tall as his father.
3. The magnolia is more beautiful *than* the althea.
4. William's ball is *more nearly round* than mine.
5. Eve was *fairer than* all her daughters.
6. Eve was the fairest of all women.
7. Eve was *fairer than* all *other women*.
8. Nellie is the *loveliest* of the girls.
9. Of all *the* pupils in this school, Arthur is the best speaker.
10. There is no *other* science so practical and so useful as chemistry.
11. The occupation of the teacher is more important than *that of* the lawyer.
12. The cultivation of the heart is no less obligatory than *that of* the intellect.

## 276.—

1. *The* oldest pupil in this class is not *the* wisest.
  2. The proper study of mankind is man.
  3. The North and *the* South lines run east and west.
  4. The past and *the* present tense of that verb do not differ in form.
  5. The North and South lines marked on the
- 277.— map are called meridians.

1. Mary has not been at home *these* six months.
2. The Ridge road is three *rods* wider than the Braddock's Bay road.
3. The surveyor's chain is four *rods* long.
4. Hence it is called a four-*rod* chain.
5. William exchanged three *pairs* of rabbits for ten *dozens* of eggs.

## 285.—

5. "Shakspeare is more faithful to the true language of Nature than any other writer."
6. "Cibber grants it to be the best poem of its kind that was ever written."
7. "The Christian religion gives a more lovely character of God than any other religion ever did."
8. "Of all nations, ours has the best form of Government. It is, of all nations, that which most moves us."
9. "The Northern Spy is a fine specimen of apple."
10. "Lawrence is an abler mathematician than linguist."
11. "The highest title in the State is that of Governor."
12. "Organic chemistry treats of the animal and the vegetable kingdoms."
13. "The north and the south poles are indicated on the map."
14. "Mary, the widow of the late Col. Clark, and mother of the Governor, resides with us."
15. "Substitutes have three Persons; the First, the Second, and the Third."
16. "In some cases we can use either the Nominative or the Accusative, promiscuously."
17. "I doubt his capacity to teach either the French or the English language."

## 286.—

18. "The passive and the neuter verbs I shall reserve for some future consideration."
19. "*E* has a long and a short sound."
20. "The perfect participle and the imperfect tense ought not to be confounded."
21. "There is, however, another, and more limited sense."
22. "Novelty produces in the mind a vivid and agreeable emotion."
23. "Jewell, the poet, and professor of English literature, has criticised it."
24. "I have not been in London these five years."
25. "If I had not left off troubling you about things of that sort."
26. "They are gods of the kind that Horace mentions."
27. "Many things are not what they appear to be."
28. "The wall is ten feet high."
29. "A close prisoner, in a room twenty feet square."
30. "These verses consist of two sorts of rhymes."
31. "'Tis for a thousand *pounds*."
32. "I have neither *John's* nor *Eliza's* books."
33. "James relieves neither the boy's nor the girl's distress."

34. "Which, for *distinction's* sake, I shall put down severally."
35. "King *James's* translators merely revised former translations."
36. "The General, in the name of the army, published a declaration."
37. "The bill passed the House of Lords, but failed in the Commons."
38. "It is curious enough that this sentence of the Bishop's is, itself, ungrammatical."
39. "We should presently be sensible of the melody's suffering."
40. "This depends on their being more or less emphatic, and on the vowel-sounds being long or short."
41. "Whose principles forbid their taking part in the administration of the government."

## 287.—

42. "The group of little misses appeared most lovely and *beautiful*."
43. "Heaven opened *wide* her everlasting gates."
44. "The poor girl feels very *bad* about it."
45. "The sight appeared *terrible* to me."
46. "Did not Lois look most *beautiful* at the lecture?"



## 292.—

1. A Christian should always act *benevolently*.
2. The fields look *green*.
3. Some of the pupils looked *sad* and others *glad*.
4. Never bestow your favors *grudgingly*.
5. *Not* every one that runs a race shall win the prize.
6. Every one that does not run a race shall *not* win the prize.
7. I have always been a lover of children.
8. Some work only for pleasure.
9. That hat was made expressly for me.
10. The comparative degree can be used only in reference to two objects.
11. Most men dream, but not all do.
12. But not every man is called James.
13. I think I can *not* tell.
14. Some people work only for pleasure.
15. I have not seen *any* of your books.
16. Ernest feels *happy* to-night.
17. I will never disturb my quiet with the affairs of state.
18. The day was very pleasant, and the wind exceedingly fair.

## 300.—

1. "IT REQUIRES no such NICETY of ear as in distinguishing tones, or measuring time."
2. "HE MENTIONS Newton's writing a commentary;" or,  
"He mentions that Newton wrote a commentary."
- \*3. "The CAUSE of their salvation DOTH not so much ARISE from their obtaining, as from God's exercising it."
4. "THOSE *who accuse us* of denying it, BELIE US."
5. "The governor's VETO WAS BEING WRITTEN while the final *vote was being taken* in the Senate."
6. "THIS MUST PREVENT any regular PROPORTION of time's being settled."
7. "The COMPILER PROPOSED to publish that part by itself."
8. "Artaxerxes could not refuse to pardon him."
9. "They refused to do so."
10. "On entering the cars, the SEATS WERE FOUND to be all occupied."
- 10b. "WE, entering the cars, FOUND all the SEATS to be occupied."

---

\* "Much" modifies the phrase "from their obtaining mercy." "So" modifies "much." "Not" modifies "so much." Hence "Not so much from their obtaining mercy" modifies "doth arise."

## APPENDIX.

---

WHILE the DIAGRAMS indicate with sufficient precision the author's views as to the true construction of the foregoing sentences, it is deemed advisable to add the following REMARKS on some of the more difficult sentences, for the benefit of younger teachers.

The figures on the left refer to the corresponding sentences in the KEY.

The letters Gr., with figures annexed, refer to corresponding pages in the GRAMMAR.

Figures without the letters Gr. refer to sentences in the KEY.

---

20. In the analysis of sentences, a *word* representing a *phrase* of which it forms a part is to be construed as the whole phrase would be if fully expressed. (Gr., 22, obs. 2.) Hence, in this sentence, "unconfined," *as a representative* of the phrase, "to an unconfined extent," is an adverb, used to modify "shines." But

In the analysis of the *phrase* of which it forms a part, "unconfined" is an adjunct of *extent*, understood, and is therefore, *as a word*, an adjective.

22. "Stream" is a noun, independent case. (Gr., 264.) It is a logical adjunct of "thy," telling who or what is meant by that word. (Gr., 89, obs. 3.)

24. The teacher will find frequent occasion to employ judgment and study in the analysis of sentences which are more or less ambiguous in their structure. This sentence is one of many that may be variously rendered. Thus

1. Nature, kneeling at her evening prayer with folded hands, seemed [to be] there.

2. Nature, kneeling with folded hands, seemed there at her evening prayer.

3. Nature, with folded hands, seemed [to be] kneeling there at her evening prayer.

That rendering should be adopted which gives most clearly the sentiment of the author. On this point different minds will come to different conclusions.

The teacher should first determine the exegesis, and let the pupils parse the sentences accordingly.

28. See the last preceding REMARK.

(1.) Does the sentence, "Where the skies are ever clear," modify "art journeying?" Then the skies are ever clear *here*. But that is not true. Then—

(2.) Does that sentence describe "home?" Does it state a characteristic of the "home" to which "thou art journeying?" That seems to be the true rendering.

But it may be objected that "where" is an adverbial conjunction, used to introduce adverbial sentences. (Gr., 163, obs. 2.) So it does, commonly; but it may introduce an adjective sentence when it describes or limits the *name of a place*. Thus—

He is far from the LAND *where his forefathers sleep*.  
i. e., He is far from the LAND *of his nativity*.

He is far from *his native* LAND.

Obviously the *sentence*, the *phrase*, and the *word* alike describe LAND.

29. "Through," an adverb by representation. (Gr., 22.)

49. Trees wave proudly—less proudly—not less proudly.

73. Has *accomplished* wonderful things = wonders is the Object of "has done."

78. He said, *Do you say* this to me?

81. See man *created* for mine—my use.

84. But once more—only once more. My father, must I stay? is the Object of "shouted."

85. —and cry, "That is droll indeed."

89. I tell thee—I declare *to* thee. "Thou art defied," is the Object of "tell."

90. Thou canst not tell *that which* thou dost not know. (Gr., 257.)

91. I speak not to disprove what [that which] Brutus spoke. The force of the negative is on the whole modified sentence—hence the diagram for the adverb "not" is beneath both the predicate and its adjunct phrase. (Gr., 290. 5.)

94. A price is — wherefore? “Wherefore” modifies “is;” and “seeing he hath no heart to it,” limits or modifies “wherefore.” A word used to *ask* a question is construed as the word which *answers* it.

95. “Yet” is a conjunction—here, equivalent to “but.” “[To] recoil” is an infinitive phrase, adverbial. Why is the preposition suppressed? (Gr., 301, note 1.) “Recoil” is a substitute for that phrase, and, as such, it is an adverbial adjunct of “feel,” limiting the office of that word to one particular act, “recoil.” Instances are frequent in which the agent of an act expressed by a verb in the infinitive mood is the object of some other verb, of which the infinitive phrase is an adjunct. “We requested *him to speak.*”

99. “And” connects the two phrases.

102. Mansions [inclosed] with marble walls, are —*where?* (See note on 28.)

105. That dares [to] traduce because he can [traduce].

106. Does the auxiliary sentence, “When all will have been said,” &c., describe the “time”—pointing out some particular era? or does it modify “come”—telling *when* it must come? I have indicated my preference. (See remark on sentence 28.)

107. “Hour”—what hour? (See 28.)

108. Before he was what thou wouldst have him be—that which — the man that thou wouldst have him be.

112. "Objected to," an inelegant expression.  
"To" is a preposition in predicate.

114. She speaks *to him*.

122. Nor is a conjunctive adverb introducing the sentence which it negatives.

125. Scotland and thou did live in each other, or

126. Each—Scotland and thou—did live in the other.

247.—There seem to be *only* two general classes.

262. "Coleridge" is the subject—"Poet and philosopher" are explanatory words—logical adjuncts—used to tell which Coleridge is meant.

264. "As well as" constitute a compound conjunction. Yet this can be expanded into a complex sentence. Thus—common sense tells us—well—as well as piety tells us.

272. —blessing [of which] we can conceive.

---

## PARSING.

---

TEACHERS differ widely in their estimate of the importance of parsing exercises—some devoting most of the pupil's time in Grammar to Parsing; others, regarding this exercise of but little practical importance, almost wholly neglect it.

Without entering into this discussion, I propose here briefly to state my practice, and some of the reasons for it—and the reasons first.

As language is the proper expression of thought, it is obviously the teacher's first business to develop the thoughts embodied in the sentence. Upon this EXEGESIS depends the proper ANALYSIS of a sentence. Analysis discloses the office of each element in the structure of a sentence; and when a sentence or a phrase is properly analyzed, the principal part of parsing it is accomplished—all that remains being a proper inquiry into the *modification* of the elements;—hence, obviously, all correct PARSING has its foundation in ANALYSIS, and accuracy in analysis can be accomplished only by arriving at the true EXEGESIS of the sentence.



My practice, therefore, is to expound the text before the class by a series of questions such as are presented in the "INTRODUCTORY EXERCISES" in the Grammar. This paves the way to correct analysis, to which I proceed, in the earlier stages of the pupil's progress—having short exercises in exposition and analysis during the entire progress of the class through Parts I. and II. of the Grammar. Throughout the progress of the class in SYNTAX, I have frequent exercises in parsing, having analysis as its basis.

At the request of many teachers, I give below a few examples of CLASS EXERCISES in parsing. These exercises are taken almost *verbatim* as they occur in the regular exercises of the classes, in which the errors of the pupils are exposed, and the method of correcting them given.

I use the CHART, and follow its order of arrangement; and with the younger classes, I have diagrams drawn upon the blackboard.

---

#### I. EXERCISES IN ANALYSIS AND PARSING IN A CLASS OF BEGINNERS.

"Class, turn to page 37.

"Charles may analyze the first sentence."

CHARLES.—The subject—

"Not so fast. You should never attempt to analyze a sentence until you have first read it; for you can not intelligently analyze a sentence until you have imbibed the *thoughts* of the author, and this you can do only by care-

fully reading the sentence; and you should read it aloud for the benefit of the class."

CHARLES.—"The sun rose on the sea."

*Subject*—"sun."

*Predicate*—"rose."

*Object*—Not any.

*Adjunct of the subject*—"The."

*Adjunct of the predicate*—"on the sea."

*Elements of the phrase*, "on the sea."

*The leader*—"on."

*The subsequent*—"sea."

*The adjunct*—"the."

"Louisa, you may parse that sentence."

LOUISA.—"sun" is an element in the—

"You have not commenced at the beginning. In *analyzing* a sentence, we find the *subject* first, wherever it may be, but in *parsing*, we take the elements in their order—as they occur in the text.

LOUISA.—"The" is an element in the sentence.

Adjunct

Primary

Word

Adjective

Specifying

Pure

It belongs to "sun," according to Rule 7: "*Adjectives belong to nouns and pronouns which they describe.*"

"sun" is an element in the sentence

Principal element

Subject

Word

Noun

Common

Third person

Singular number

Subjective case—to “rose,” according to

Rule 1: “*The subject of a sentence must be in the subjective case.*”

“on” is an element in the sentence—

“Stop a moment. Are you sure that ‘on’ is an element of the *sentence*? How many sorts of elements has a sentence?”

LOUISA.—It has “principal elements” and “adjunct elements.”

“Is ‘on’ a principal element of the sentence? Is it the subject, the predicate, or the object?”

LOUISA.—It is neither. It is an adjunct.

“Is it an adjunct of the subject? Then it must be an adjective.”

LOUISA.—It is an adjunct of “rose.”

“Then it is an *adverb*; for adjuncts of verbs are necessarily adverbs.”

LOUISA.—No, sir; it is a preposition.

“Is a preposition an element in a sentence?”

LOUISA.—No, sir; it is an element in a phrase.

“That is true. You have now corrected your own errors. Proceed with your parsing.”

LOUISA.—“on” is an element in the phrase.

“Let me ask you one more question, Louisa. Have you finished parsing the *sentence*?”

LOUISA.—I have parsed “the” and “sun” and “rose;” and as you have instructed me to parse the elements as they occur, I was proceeding to parse the next, and that is “on;” and “on” is an element in the phrase, as you have just now allowed.

“Certainly, ‘on’ is an element in a phrase. But have you parsed all the elements in the *sentence*? Is there not an element in the sentence that tells *where* ‘the sun rose?’”

LOUISA.—Yes, sir; I see it now.

“on the sea” is an element in the sentence,

Adjunct

Primary

Phrase

Adverbial

Prepositional

Intransitive—and belongs to “rose,” according to Rule 9: “*Adverbs belong to verbs, adjectives, and other adverbs which they modify.*”

“Very well. You may now parse the elements of the phrase.”

LOUISA.—“on” is an element in the phrase,

Leader

Preposition—and shows a relation of “sea” to “rose,” according to Rule 12: “*A preposition shows a relation of its object to the word which its phrase qualifies.*”

“the” is an element in the phrase,

Adjunct

Word

Adjective—and belongs to “sea,” according to Rule 7: “*Adjectives belong to nouns and pronouns which they describe.*”

“sea” is an element in the phrase,

Subsequent

Word

Noun

Common

Third person

Singular number

Objective case—object of the relation expressed by “on,” according to Rule 3: “*The object of an action or relation must be in the objective case.*”

“Very well done.

"Clarence may analyze and parse the next sentence."

[Clarence proceeds, and is allowed to correct his own errors as they occur.]

Thomas, Henry, and Frank take each a sentence, and succeed quite as well as Louisa, because, having given good attention, they have profited by her errors.]

## II. EXERCISES OF PARSING BY A MORE ADVANCED CLASS.

"Class, turn to page 65.

"Robert may analyze sentence 1."

ROBERT.—"The troubled ocean feels his steps,  
As he strides from wave to wave."

*Subject*—"ocean."

*Predicate*—"feels."

*Object*—"steps."

*Adjuncts of the subject*—"the" and "troubled."

*Adjunct of the predicate*—"As he strides from wave to wave."

*Adjunct of the object*—"his."

"Each pupil may parse two elements.

"George, you may commence."

GEORGE.—"The" is an element in the sentence,

Adjunct

Primary

Word

Adjective

Specifying

Pure—and belongs to "ocean," according to

Rule 7: "*Adjectives belong to nouns and pronouns which they describe.*"

"troubled" is an element in the sentence,

Adjunct

Primary

Word

Adjective

Verbal—and belongs to "ocean," according to Rule 7: "*Adjectives belong to nouns and pronouns which they describe.*"

"ocean" is an element in the sentence,

Principal element

Subject

Word

Noun

Common

Third person

Singular number

Subjective case—to "feels," according to Rule 1: "*The subject of a sentence must be in the subjective case.*"

"Correct.

"Richard, proceed."

RICHARD.—"feels" is an element in the sentence,

Principal element

Predicate

Verb

Indicative mood

Present tense—and agrees with "ocean" in the third person, singular number, according to Rule 2: "*A verb must agree with its subject in person and number.*"

"his" is an element in the sentence,

Adjunct

Primary

Word

Adjective

Specifying

Possessive—and belongs to “steps,” according to Rule 7: “*Adjectives belong to nouns and pronouns which they describe.*”

“Ellen.”

ELLEN—“steps” is an element in the sentence,

Principal part

Object

Word

Noun

Common

Third person

Plural number

Objective case—the object of the action expressed by “feels,” according to Rule 3: “*The object of an action or a relation must be in the objective case.*”

“As he strides” is an element in the sentence.

[Many hands are up.]

“Caroline, what is there wrong in that?”

CAROLINE.—Ellen did not repeat the whole of the element she was about to parse.

ELLEN—I see it, sir. There is but one element of the sentence remaining, and that includes all the remaining words.

“As he strides from wave to wave” is an element in the sentence,

Adjunct element

Primary

Sentence

Adverbial

Simple

Intransitive—and belongs to “feels,” according to Rule 9: “*Adverbs belong to verbs, adjectives, and other adverbs which they modify.*”

"Albert may analyze the auxiliary sentence."

ALBERT.—"As he strides from wave to wave."

*Subject*—"he."

*Predicate*—"strides."

*Object*—Not any.

*Adjunct of the subject*—Not any.

*Adjuncts of the predicate*—"from wave to wave."

"Are the class satisfied with that analysis?"

[No hands are up.]

"If the class offer no objections to that analysis, we will proceed."

"Sarah, you may parse."

SARAH.—"As" is an element in—

"What sort of element—principal? or adjunct?"

SARAH.—It is neither. It does not enter into the structure of the sentence. It simply introduces the adjunct sentence, and indicates that it is an "Adverb of time." Hence "As" is an adverbial conjunction, introducing the sentence, "he strides from wave to wave," and connects it to the verb "feels," according to Rule 13: "*Conjunctions connect words and phrases, or introduce sentences.*"

"he" is an element in the sentence,

Principal element

Subject

Word

Pronoun

Personal

Third person

Singular number

Subjective case—to "strides"—Rule 1: "*The subject of a sentence must be in the subjective case.*"

"Lizzie, you may proceed—cautiously."



LIZZIE.—“strides” is an element in the sentence,

Principal element

Verb

Indicative mood

Present tense

Third person

Singular number—to agree with its subject,

“he,” according to Rule 2: “*A verb in predicate must agree with its subject in person and number.*”

“from wave to wave” is an element—

“Is it *an* element; or are there *more* elements than one?”

LIZZIE.—One element, consisting of a *complex phrase*.

“Let us see. ‘he strides’—*whence?*”

LIZZIE.—“from wave to wave.”

“Once more. ‘he strides’—*whither?*”

LIZZIE.—I see it now, sir; “from wave” answers your former question; “to wave” answers the latter question.

“from wave” is an element of the sentence,

Adjunct

Primary

Phrase

Adverbial

Prepositional—and belongs to “strides,” according to Rule 9: “*Adverbs belong to verbs, adjectives, and other adverbs which they modify.*”

“James, proceed.”

JAMES.—“to wave” is an element in the sentence,

Adjunct

Primary

Phrase

Adverbial

Prepositional—and belongs to “strides,” according to Rule 9: “*Adverbs belong to verbs, adjectives, and other adverbs which they modify.*”

"You may parse the elements of the phrases."

JAMES.—"from" is an element in the phrase,

Leader

Preposition—shows a relation of "wave" to "strides," according to Rule 12: "*A preposition shows a relation of its object to the word which its phrase qualifies.*"

"Willis."

WILLIS.—"wave" is an element in the phrase,

Subsequent

Word

Noun

Common

Third person

Singular number

Objective case—object of "from." "*The object of an action or relation must be in the objective case.*"

"to" is an element in the phrase,

Leader

Preposition—and shows a relation between "wave" and "wave," according [many hands are up] to Rule 13: "*A preposition shows a relation of its object to the word which its phrase qualifies.*"

"That is a good rule, and you have correctly given it. But let us test its application. Please tell us what is the object of that preposition?"

WILLIS.—"wave."

"That is very true. Now you may tell us what is the word which its phrase qualifies?"

WILLIS.—Is it not "wave"—the other "wave?"

"Let us see. 'As he strides from wave'—what 'wave'? Does the phrase 'to wave' tell what wave?"

WILLIS.—I see my error, sir; "to" shows a relation of "strides" and "wave;" for "*A preposition shows a relation*"

*of its object*"—"wave"—"*to the word*"—"strides"—"*which its phrase modifies.*"

"All right. You may parse the last word."

WILLIS.—"Wave" is an element in the phrase,

Subsequent

Word

Noun

Common

Third person

Singular number

Objective case.

*"The object of an action or relation must be in the objective case."*



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